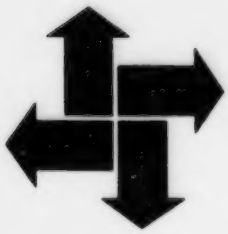
TWENTY-FOURTH ANNUAL REPORT

1 April 1998 -
31 March 1999



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Alberta Council on Admissions and Transfer

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21 May 1999

The Honourable Clint Dunford
Minister of Advanced Education
and Career Development
229 Legislature Building
Edmonton, Alberta
T5K 2B6

Dear Mr. Dunford:

On behalf of the Alberta Council on Admissions and Transfer and in accordance with Council's terms of reference, I have the honour of providing you with the Twenty-fourth Annual Report for the year ending 31 March 1999.

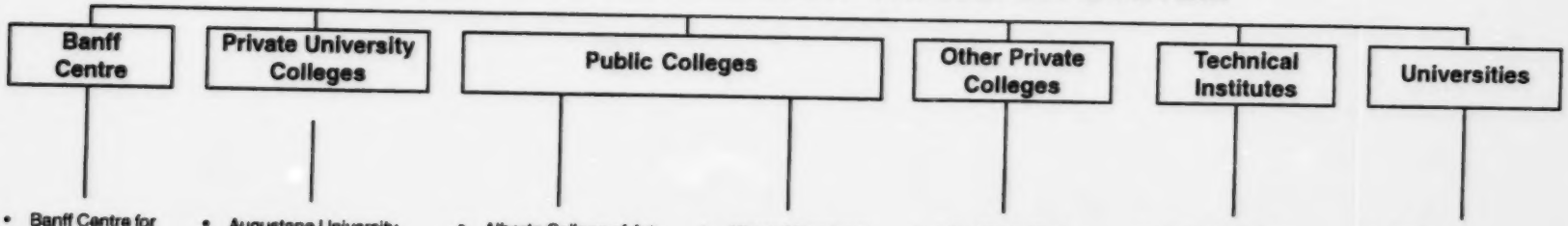
Sincerely,

Terry Moore

Terry Moore
Chair

TM/sp

ALBERTA POST-SECONDARY TRANSFER SYSTEM[1]



Banff Centre

- Banff Centre for Continuing Education, Banff

Private University Colleges

- Augustana University College, Camrose
- Canadian University College, College Heights
- Concordia University College of Alberta, Edmonton
- The King's University College, Edmonton

Public Colleges

- Alberta College of Art & Design, Calgary
- Fairview College, Fairview
- Grande Prairie Regional College, Grande Prairie
- Grant MacEwan Community College, Edmonton
- Keyano College, Fort McMurray
- Lakeland College, Vermillion
- Lethbridge Community College, Lethbridge
- Medicine Hat College, Medicine Hat
- Mount Royal College, Calgary
- Olds College, Olds
- Red Deer College, Red Deer
- Alberta Vocational College, Edmonton
- Alberta Vocational College, Lac La Biche
- Alberta Vocational College, Lesser Slave Lake
- Bow Valley College, Calgary

Other Private Colleges

- Blue Quills First Nations College, Saddle Lake
- Canadian Nazarene College, Calgary
- Maskwachees Cultural College, Hobbema
- North American Baptist College, Edmonton
- Old Sun Community College, Siksika
- Rocky Mountain College, Calgary
- St. Mary's College, Calgary

Technical Institutes

- Northern Alberta Institute of Technology, Edmonton
- Southern Alberta Institute of Technology, Calgary

Universities

- Athabasca University, Athabasca
- University of Alberta[2], Edmonton
- The University of Calgary, Calgary
- The University of Lethbridge, Lethbridge

[1] This chart contains public institutions and those with transfer agreements in Section III of the *Transfer Guide*. In addition, the *Guide* includes transfer agreements with Aurora College and Nunavut Arctic College in the Northwest Territories, Edmonton School of Ballet, Nechi Institute on Alcohol and Drug Education, and Transport Canada. There are other organizations, private and non-affiliated colleges and private vocational schools in Alberta, some of which may offer courses that are transferable.

[2] University of Alberta has a formal affiliation agreement with North American Baptist College, Edmonton under which certain courses offered by the College will be accepted by the University for transfer credit. St. Joseph's College and St. Stephen's College are affiliated with the University of Alberta and are located on the University's campus.

Source: *1998-99 Alberta Transfer Guide*

INTRODUCTION

Student transfer involves the portability of educational credit among post-secondary institutions. Based on successful completion of studies at an Alberta post-secondary institution, students receive transfer credit, where appropriate, upon admission to an educational program in another Alberta post-secondary institution. The Alberta Council on Admissions and Transfer (ACAT) serves as a body through which Alberta's post-secondary institutions work in a co-operative manner to ensure effective transferability. Basic to the work of Council is the principle that a student should not be required to repeat previous learning experiences in which competence has been demonstrated, nor be granted more transfer credit than previous learning experiences would warrant for successful completion of the program.

Established in 1974 at the request of post-secondary institutions, Council operates with the support of the Minister of Advanced Education and Career Development and the co-operation of Alberta's post-secondary institutions. The 14-member Council includes the Chair and representatives from the public, students, universities, public colleges and technical institutes, private university colleges, and Alberta Education. Council reports annually to the Minister of Advanced Education and Career Development. The services of the Executive Officer and Secretary are provided by Advanced Education and Career Development in the fulfillment of Council's responsibilities. Council membership is recorded in Addendum A, its Terms of Reference in Addendum B, its Principles, Policies and Procedures in Addendum C, the Alberta Transfer Model in Addendum D, and a list of current publications in Addendum E.

Post-secondary institutions have statutory responsibility for admission and transfer decisions. Those that are part of the Alberta transfer system are committed to Council's Principles, Policies, and Procedures while retaining full responsibility to develop and implement their admission and transfer policies. As part of its leadership role, Council encourages them to co-operate for the benefit of students. While actively involved with transfer credit issues, Council is also interested in admission policies from a system-wide perspective. These policies not only affect the ability of students to transfer credit, but provide the key linkage between the secondary and post-secondary systems.

Council's Principles, Policies and Procedures act as a framework to facilitate transfer agreements among institutions. Council encourages the maintenance of sound transfer agreements in a changing environment. Where appropriate, it encourages negotiations for programs and courses not presently covered by transfer agreements. These negotiated transfer agreements, together with institutional admission policies respecting transfer students, are compiled and

published by Council in its annual *Alberta Transfer Guide* and made available on the Internet through the Online Alberta Transfer Guide.

To facilitate communication with and between institutions, Council has established a network of institutional representatives called "Contact Persons". Presently this network of Contact Persons includes a representative from each of 35 post-secondary institutions. In accordance with its terms of reference, the Council Office is actively engaged in the day-to-day work of ensuring that institutional admission policies and transfer agreements are in accordance with Council's Principles, Policies, and Procedures. Where difficulties arise, it provides consultation and mediation to ameliorate or resolve concerns. In addition, by identifying potential transfer agreements, Council serves as a catalyst to bring about improvement.

COUNCIL'S VISION, MISSION, VALUES AND GOALS

Vision

Alberta post-secondary institutions ensure that prior learning of prospective students is appropriately recognized upon admission, thereby creating an effective and efficient student transfer system which enables learners to pursue lifelong learning opportunities.

Mission

The Alberta Council on Admissions and Transfer will be a catalyst for change and an advocate for adult learners in the areas of admission and transfer to educational programs.

Council provides leadership and direction in the improvement and enlargement of educational opportunities for Alberta learners through inter-institutional transfer. This requires a commitment to improving communication among and between Alberta's post-secondary institutions, as well as stakeholders in the trades and secondary system, and to promoting the advantages of a system of education, with all that means for educational planning for the benefit of learners. To carry out its mission, Council:

- identifies issues and explores resolutions to these issues with stakeholders,
- advocates for learners at both a general level through its Principles and a specific level through interaction of Council's staff with learners, and
- communicates with stakeholders and encourages communication among stakeholders on matters regarding admissions and transfer.

Core Values

Council is guided by its six Principles (Addendum C) and pre-eminently by principle (a), which states that student access to higher education and the opportunity for student mobility among post-secondary institutions in Alberta shall be optimized. Barriers to student mobility shall be minimized. The integrity of educational programs and certification must, however, be maintained. A student should not be required to repeat previous learning experiences in which competence has been demonstrated nor should more transfer credit be granted than previous learning experiences would warrant for successful completion of the program.

Goals

There are three goals that are necessary to realize Council's vision and mission:

Admission
Students will be admitted to programs on the basis of the relevance and quality of their total educational experiences.

Transfer
Students will receive appropriate educational credit when they transfer from one Alberta program to another.

Communication
Students will have access to current, accurate information on admission and transfer policies as well as course and program transfer opportunities.

ALBERTA TRANSFER GUIDE

The *Alberta Transfer Guide* is a reflection of the extent to which Alberta's post-secondary institutions are co-operating to reduce and eliminate obstacles to transferability. Its publication and distribution is a major responsibility of Council. Preparation of each edition of the *Alberta Transfer Guide* is a dynamic process as new transfer agreements are continually being negotiated and current agreements are reviewed, revised or deleted. Marilyn Patton, Executive Officer, once again managed production of the *Alberta Transfer Guide* with the assistance of the institutional Contact Persons. In late May 1998, the twenty-third annual edition of the *Alberta Transfer Guide* was published for the 1998-99 academic year. It was distributed extensively within Alberta to the registrar's office of all post-secondary institutions, student associations, high school principals and guidance counsellors, Alberta Career Development Centres, and public libraries. It was also distributed to jurisdictions outside the province to provide

recognition on transfer for courses taken by students in Alberta, and to students and others on request.

The 1998-99 edition of the *Alberta Transfer Guide* contained the following new features:

- first-time transfer agreements for two additional colleges: Blue Quills First Nations College and Rocky Mountain College;
- Athabasca University and Augustana University College both entered in the *Guide* as sending institutions;
- statements by The University of Calgary granting transfer credit of five full course equivalents for two-year diploma programs at public colleges and technical institutes;
- new program agreements to Athabasca's post-diploma programs;
- Summary of Council of Minister's of Education, Canada (CMEC) "Pan-Canadian Protocol on the Transferability of University Credits";
- Alberta Learning Information Service (ALIS) announcement on inside cover;
- a revised transfer system chart; and
- 22,795 institutional course and program transfer agreements in Section III. By contrast, the first edition of the *Transfer Guide* in 1976-77 contained 1,755 course transfer agreements and 20 program or block transfer agreements.

Seven colleges requested and received camera-ready copy of their entries in the *Transfer Guide* along with other relevant sections to reprint and distribute widely to students. These colleges were commended for working with Council to provide students with relevant transfer information.

COUNCIL'S WEB PRESENCE

During the year, the Council Office paid considerable attention to the ongoing management and enhancement of its presence on the World Wide Web. The public Web site, the Online Alberta Transfer Guide, and the password protected ACAT Contact Persons' Web site provide Internet access to the Council and its transfer agreement database.

Online Alberta Transfer Guide

The public can access information on transfer agreements through the Internet via the Online Alberta Transfer Guide. Using pre-programmed queries, students and advisors can find out which courses are transferable and to which institutions. Information on transfer agreements effective from 1993-94 to the present is available. Also on the site are admissions and transfer information for each post-

secondary institution, including hyperlinks to their Web sites and online help. A number of links to other related sites, including the Alberta Learning Information Service (ALIS) add further value to this Web site.

During the year, a number of enhancements were made. New information has been posted on the site and the charts currently featured at the front of the *Transfer Guide* are posted in portable document format (PDF). This format allows users to read the charts using Acrobat Reader software for which there is no charge when downloaded from Adobe's Web site. During the reporting period, the site had a monthly average of 5,814 visitors.

Contact Persons' Web site

Since 1976 Council has maintained a network of institutional representatives to facilitate communication with Council and among institutions. The work of these Contact Persons is invaluable in relation to the production of the *Transfer Guide* and the collection of transfer patterns data, as well as in the day-to-day implementation of transfer agreements. The role and responsibilities of the Contact Persons are outlined in the *Handbook for Contact Persons*, which was revised during the year.

The Contact Persons' Web site is a password protected site where Contact Persons are able to initiate, review and authorize Transfer Credit Proposals and attach electronic supporting documents, typically course outlines. Once Transfer Credit Proposal Forms are completed and authorized, the information is moved into Council's transfer agreement database which supports production of the *Alberta Transfer Guide* as well as the Online Alberta Transfer Guide. The system helps Contact Persons to manage their inventory of transfer credit proposals as well as active transfer agreements. In addition, the site serves as an important communication tool for Contact Persons and the Council Office. The new Notice Board feature has been especially helpful. The site was used, on average, 6,250 times per month.

Council's Web presence was a key topic of discussion at the annual meeting of the Committee of Contact Persons with the Chair and Executive Officer. The meeting, which was hosted jointly by Olds College and Red Deer College, was held in Red Deer on 21 October 1998. Delegates from 33 post-secondary institutions participated in the meeting. As well, 18 helpers of Contact Persons also attended.

ADMISSIONS AND TRANSFER DEVELOPMENTS

Transfer Infoline

Adult learners who are planning to start or return to post-secondary study and have questions about transfer can contact Council's Transfer Infoline for service. Students may access the service through the Online Alberta Transfer Guide or by mail, fax, or toll-free telephone. Posters publicizing the service were distributed along with the *Alberta Transfer Guide* to high school counsellors, student associations, and post-secondary institutions. The brochure, "University Transfer: Advice for University Transfer Program Students", revised during the year, provides answers to frequently asked questions about transfer.

Alberta Learning Information Service (ALIS)

The Alberta Learning Information Service (ALIS) is an Internet gateway to career, learning and employment information in Alberta. The Learning section of ALIS includes a link to the Online Alberta Transfer Guide. Council helped build awareness of ALIS by maintaining a reciprocal link from the Online Transfer Guide to ALIS and by including a notice on the inside cover of the *Transfer Guide*. ALIS, which is located at www.alis.gov.ab.ca, is made possible through financial and administrative support provided by Advanced Education and Career Development. Council's Chair is a member of the ALIS Advisory Committee.

High School Transitions

Students leaving high school may move from the youth learning system to the adult learning system or employment. Alberta Education and Advanced Education and Career Development are working in partnership for linkages between the two learning systems and two departments. Alberta Education's "School Career Transitions" initiative is intended to improve transitions, in part through improving structured pathways into the work place and post-secondary education programs.

Alberta Education's Career Technology Studies (CTS) program is designed, in part, to help students with their transitions from high school. On 9 October 1998, Council and Alberta Education jointly convened the CTS / Post-Secondary workshop on 9 October 1998. At the meeting, Alberta Education specialists shared information about the program with approximately 80 delegates from post-secondary institutions. As a result, post-secondary institutions had an opportunity

to review the use of CTS learning for the purpose of admission to post-secondary programs as well as its potential for advance credit.

Alberta Education sought Council's advice on improving communication with post-secondary institutions when new high school curriculum is introduced. The decision regarding which high school courses will be used for purposes of admission is the responsibility of each post-secondary institution. They need timely information of new high school curriculum in order to make decisions about the acceptability of courses for admission. Council recommended a communication process.

Council's staff worked with Alberta Education and the Alberta Technology Preparation Consortium regarding articulation between the Tech Prep program and college and technical institute programs.

Council collaborated with Alberta Education to study transitions that grade 12 students make into the adult learning system. A report titled "Post-Secondary Transitions in Alberta: Educational Outcomes of the 1996/97 Grade 12 Cohort" was produced and jointly published. The study found that approximately 37% of 1996/97 high school graduates entered an Alberta post-secondary institution directly from high school. Work commenced on a similar study of the educational outcomes of the 1997/98 Grade 12 cohort and is expected to provide insight on the choice of subject areas that high school graduates selected. As well, attention is being given to a follow-up study of the 1996/97 cohort to estimate the number of students who delayed entry to post-secondary study until September 1998.

Program Articulation

In 1991 Council adopted a policy of facilitating program transfer issues meetings. Where warranted, Council would bring together the co-ordinators of particular programs to identify transfer issues that relate to differences in course content as well as program requirements and admission issues, and to explore appropriate potential solutions. This is consistent with Council's role to foster better communication among institutions and thus to improve understanding and co-operation on all matters related to transfer.

During the year, program articulation activity continued in four areas: academic upgrading, biological sciences, education and engineering. Meetings were held in conjunction with the provincial Academic Upgrading Co-ordinators committee on 25 September 1998 and 29 January 1999. Work on Biological Sciences was co-ordinated through the Council Office by way of e-mail, telephone and fax. Council was involved in a joint meeting with the University of Alberta's Faculty of Education College Liaison Committee on 6 November 1998. The morning was devoted to the University's college liaison issues

and the afternoon's provincial program articulation session was chaired by Council's Chair. An Engineering program articulation meeting was held on 16 November at which draft articulation charts were reviewed. Student advising charts were published for Academic Upgrading and for Biological Sciences programs in the *Transfer Guide* and posted on the Online Alberta Transfer Guide. At the end of the reporting period, these two charts had been revised for the next academic year and initial program articulation charts for Engineering programs had been prepared.

Prior Learning Assessment and Recognition (PLAR)

As learning may occur in a variety of settings, Council recognizes that it is essential that adult learners receive appropriate recognition for prior demonstrated learning toward desired certificate, diploma or degree programs. In June 1998, Council produced and distributed an updated inventory of institutional PLAR policies under the title, "Prior Learning Assessment and Recognition: Policies and Procedures at Selected Post-Secondary Institutions". This document contained policies from eleven institutions whereas the compendium produced in May 1997 recorded policies at five institutions. Council's Principles and Standards for the Recognition of Prior Learning are recorded in section G of Addendum C.

Pan-Canadian Protocol on the Transferability of University Credits

In the spring of 1995, Alberta's universities and private university colleges endorsed the Pan-Canadian Protocol on the Transferability of University Credits which had been adopted by the Council of Minister's of Education, Canada (CMEC). Through the Protocol, the universities and private university colleges of Alberta affirm that they recognize each other's courses, as well as those of other Canadian universities. Students who have successfully completed one or more courses at another Canadian university, and who meet the receiving university's admission requirements, will be granted transfer credit provided the courses are applicable to the program and the grades meet the minimum acceptable standards of the receiving institution's program.

In keeping with its mandate to facilitate communication, Council seeks to build awareness of the assurance that the Protocol provides for Alberta's students, particularly in support of those transferring to other Canadian post-secondary institutions. Council also seeks to build awareness of the Protocol among front-line staff at post-secondary institutions. To disseminate the information, the one-page summary was posted on the Online Alberta Transfer Guide Web site and was published in the *Alberta Transfer Guide*.

Private Providers Policy

Recognizing that adult learners are served by a variety of providers, Council has a responsibility to students to facilitate course transfer agreements between private providers and post-secondary receiving institutions. Council's policy and procedures for facilitating course transfer agreements between Alberta non-degree granting private providers and post-secondary receiving institutions are recorded in section F of Addendum C.

Institutions that request service under this policy work with the Council Office to produce a fact sheet. The fact sheet presents, in standard format, information about private institutions that public institutions can request. During the reporting period, two institutions requested service from the Council Office through this policy and two fact sheets were completed.

Duplicate Application Detection Project

The Duplicate Application Detection (DAD) project originated in 1992 and is co-ordinated by Council in conjunction with 26 post-secondary institutions. The project has enabled the Council Office to compare selected elements of new student application files from pairs of institutions to determine the extent of duplicate applications between institutions. The process is designed so that the identity of individual students is fully protected. The study was conducted in Fall 1998, results were produced and returned to the participating institutions, and trends were identified.

With the consent of participating institutions and as part of Advanced Education and Career Development's accountability initiative, Council is using the DAD database to generate information for several key performance indicator information sets regarding student transfer as well as access and capacity.

Transfer Patterns Study

In March 1999 the Council released its Transfer Patterns Study, Fall 1998. The tables in the study are based on reports from the post-secondary institutions as requested by Council. Starting in Fall 1979 and continuing each year, Council has collected data from institutional Contact Persons for its study of transfer patterns. These data provide information regarding the volume of student transfer between and among post-secondary institutions in Alberta and from out-of-province post-secondary institutions. The total number of students who transferred among Alberta post-secondary institutions in September 1998 increased by 214% in the twenty years since the study began in 1979.

BUSINESS PLAN GOALS AND RESULTS

Council's Business Plan, 1998 – 2001, identified objectives, strategies, actions and expected results for achieving its three goals: admission, transfer and communication. As well, performance indicators were identified for each goal. The following reports progress in achieving the goals.

GOAL: *Admission* - Students will be admitted to programs on the basis of the relevance and quality of their total educational experiences.

Performance Indicator

Annually provide information on application activity to programs at post-secondary institutions, Fall Admissions cycle.

Target: Identify trends regarding the number of learners receiving offers of admission and attending programs at post-secondary institutions for the Fall admission cycle.

Results: The Council Office conducted the Duplicate Application Detection Fall 1998 project, produced data for institutional as well as system planning purposes and identified trends.

Year over year comparisons: In September 1998, the number of learners who applied to programs at post-secondary institutions increased by 2.7% from the previous year. The number of learners who received offers of admission increased by 4.5% while the number who applied and subsequently attended a program at one of the participating institutions increased by 4.6% from 1997.

Five-year comparisons: Compared to 1994, the number of learners who applied increased by 4.6%. The number of learners who received offers of admission increased by 17.9% while 19.5% more learners received offers and were attending Alberta post-secondary institutions in 1998.

GOAL: *Transfer* - Students will receive appropriate educational credit when they transfer from one Alberta program to another.

Performance Indicators

1. Annually provide evidence of number of opportunities for student transfer.

Results: There were 22,499 course institutional transfer agreements and 296 program transfer agreements for a combined total of 22,795 course and program transfer agreements published in Section 3 of the *1998-99 Alberta Transfer Guide*.

2. Annually implement the Transfer Patterns Study to provide information on trends in student transfer.

Target: Identify trends in student mobility.

Results: The Transfer Patterns Study, Fall 1998 was implemented and trends were identified.

Year over year comparisons: Student mobility increased. The number of students who were admitted who had previously attended an Alberta post-secondary institution increased by 7.2%. The number of students from Alberta post-secondary institutions who transferred to Alberta universities increased by 8.0%. Student transfers into Alberta increased by 29.3%. The number of students who transferred within Alberta and who also received advance credit in Fall 1998 increased by 30.0%.

3. Annually provide evidence of Prior Learning Assessment and Recognition (PLAR) policies at Alberta post-secondary institutions.

Target: Increase the number of post-secondary institutions with policies that enable students to have access to flexible and effective means of assessment of their prior learning when they apply for admission to programs at post-secondary institutions.

Results: Eleven post-secondary institutions reported prior learning assessment and recognition (PLAR) policies as of June 1998. By comparison, a year earlier, five institutions reported PLAR policies.

GOAL: *Communication* - Students will have access to current, accurate information on admission and transfer policies as well as course and program transfer opportunities.

Performance Indicators

1. Annually report the percentage of publicly funded post-secondary institutions with transfer agreements in the *Alberta Transfer Guide*.

Target: 100% of publicly funded post-secondary institutions have transfer agreements in the *Alberta Transfer Guide*.

Results: Of the twenty-six publicly funded post-secondary institutions, twenty-four (92%) had transfer agreements in the *1998-99 Alberta Transfer Guide*.

2. Annually report the total number of institutions participating in the student transfer system by negotiating transfer agreements for publication in the *Alberta Transfer Guide*.

Target: Ensure that institutions that should have entries in Section 3 of *the Alberta Transfer Guide* are included in the publication.

Results: The *1998-99 Alberta Transfer Guide* contained transfer agreements involving 33 post-secondary institutions. Two vocational colleges did not have transfer agreements published in this edition. Other institutions in the sector have had transfer agreements published in the *Alberta Transfer Guide* for some years. However, by the end of the reporting period, these two institutions had successfully concluded transfer agreements which will be published in the next edition.

3. Annually provide evidence of procedures to assure accuracy of transfer information in the Transfer Guide and the Online Alberta Transfer Guide.

Target: Maintain or improve the accuracy of transfer information.

Results: The Council Office continued to implement strict quality control procedures to ensure accuracy of transfer information in the *Alberta Transfer Guide* and the Online Alberta Transfer Guide. The production schedule of the *Alberta Transfer Guide* was published as Addendum F in the *Handbook for Contact Persons*, is posted on the ACAT Contact Persons' Web site and was the focus of discussion at the annual meeting of the Committee of Contact Persons. During the reporting period, the Council Office produced the September 1998 and January 1999 editions of the New Transfer Agreements Report for distribution to all Contact Persons. These reports contained all new transfer agreements formalized since publication of the *1998-99 Alberta Transfer Guide*. In addition, during the year, five periodic Batch New Transfer Agreements Reports were produced and distributed to Contact Persons. Each report documents all new Transfer Agreements approved via the Web site since the previous Batch New Transfer Agreements Report. As a means of providing final verification before publication on the Web, the Council Office uses the report to flag issues or concerns. Prior to the end of the February due date for *Transfer Guide* changes, a first draft of the 24th edition of the Guide was forwarded to Contact Persons. The annual April meeting of Contact Persons from universities and private university colleges to review the March draft for publication serves as a further quality control procedure.

IN MEMORIAM

At Council's February 1999 meeting, the Chair paid tribute to Dr. Gordon Mowat who passed away on 15 January 1999. In 1970, Dr. Mowat chaired a committee of public college and university delegates that analyzed the transfer problem involving public colleges and universities. The committee's report in June 1971, known as the "Mowat Report", outlined a vision of a provincial student transfer system and created the concept of the Alberta Council on Admissions and Transfer. The concept was endorsed by the public colleges and universities and was implemented by Alberta's first Minister of Advanced Education, the Honourable James Foster, in September 1974. Now in its 25th year of operation, Council continues as a basis for involvement of members of the post-secondary system in the further development of Alberta's transfer system. In summation, the Chair noted that Dr. Mowat will also be remembered for his warmth and generosity of spirit, for opening doors to learning opportunities for many students, and for his wit, kindness and humility. He is recognized as an architect of Alberta's post-secondary educational system and is remembered as a good and wise person who served Alberta and its students very well.

ADDENDUM A

COUNCIL MEMBERSHIP

During the year there were a number of changes to the Council membership. Student members typically serve for one year, reflecting their association with their student organizations.

John Carstairs	Public colleges member
Lynda Cherry	Public colleges member (through November 1998)
Anne Marie Decore	Universities member
Catherine Eddy	Private colleges member (from August 1998)
Elaine Foulon	Public colleges member (from December 1998)
Sussana Gaviria	Student member (through August 1998)
Judith Hughes	Universities member
Gary Kerr	Technical institutes member
Jon Koch	Student member (from September 1998)
Ronald Jones	Private colleges member (through July 1998)
Judith Lathrop	Public colleges member
Jane MacKay	Public member
Davin Overland	Student member (through May 1998)
Peggy Patterson	Universities member
Harry Reding	Public member
Kara Vatne	Student member (from June 1998)
Keith Wagner	Alberta Education member
Terry Moore	Chair
Marilyn Patton	Executive officer

ADDENDUM B

TERMS OF REFERENCE

The following Terms of Reference were adopted by Council motion on 14 February 1975:

1. The Council shall review current regulations, proposals and practices for admissions and transfer which have been generated by Advanced Education and Career Development and by institutions and subsystems for the purpose of identifying those guidelines and procedures applicable to all institutions within the system of advanced education.

2. The Council shall develop procedures by which admissions and transfer policies, guidelines and procedures are granted system-wide approval.

3. The Council shall compile, maintain and disseminate a registry of all existing admissions and transfer arrangements within the Alberta system of advanced education.

4. The Council shall monitor the effectiveness of admissions and transfer policies and practices throughout the advanced education system; to this end it may carry out, or request institutions to carry out appropriate studies.

5. The Council shall recommend to Advanced Education and Career Development and to institutions revisions of policies, guidelines and procedures as it deems necessary.

6. Acting within the provisions of existing legislation, the Council shall, upon the written request of an institution, serve as mediator in resolving inter-institutional admission and transfer problems. (The Council will not deal with requests by individuals).

7. In the event that agreement cannot be reached through mediation, the Council shall, upon written request by the institutions concerned, serve as arbitrator.

8. In fulfilling its arbitration role, the Council shall establish arbitration procedures, inform the institutions of these procedures, and inform the institutions of its decisions, which shall be final and binding.

9. The Council shall advise the Minister of any legislative changes which it deems necessary.

10. The Council, at the request of the Minister or institutions, shall comment on unresolved transfer problems related to proposed programs.

11. The Council shall report annually to the Minister of Advanced Education and Career Development on its activities.

12. The Council will operate with the support of: a) Council members, to be reimbursed by Advanced Education and Career Development for out-of-pocket expenses incurred; b) the Chairman, to be paid an appropriate honorarium; and c) an executive secretary and such other necessary resources and services to be made available by Advanced Education and Career Development as required by the Council in the fulfillment of its responsibilities.

ADDENDUM C
COUNCIL PRINCIPLES, POLICIES AND PROCEDURES

A. CONTEXT

1. Role and Composition

The role of the Alberta Council on Admissions and Transfer is to be a catalyst for change and an advocate for learners in the areas of post-secondary admission and transfer. To carry out its role Council provides leadership and direction in the improvement of educational opportunities for Alberta students through inter-institutional transfer. This requires a commitment to improving communication among Alberta post-secondary institutions, and thus to promote the advantages of a system of education, with all that this means for educational planning for the benefit of learners.

In the fulfillment of its role, Council is engaged in the following activities:

(a) **leadership** — including the development and formulation of policies and procedures whereby transfer credit for courses and programs may be negotiated.

(b) **communication** — Council is commited to improving communication on matters regarding admissions and transfer.

(c) **publication** — primarily the production and distribution of a yearly *Transfer Guide* listing all transfer credit arrangements for courses and programs within the Alberta post-secondary system, together with statements of relevant policies and procedures. The Council Office also produces periodic New Transfer Agreements reports, a *Handbook for Contact Persons*, the yearly Transfer Patterns tables, and an *Annual Report*.

(d) **mediation** — as requested by institutions within the system, to resolve complaints or disputes concerning transfer arrangements and credits, and thus to ensure that the best interests of students are served.

(e) **applied research** — on matters related to the transfer of students throughout the system.

The 14 member Council which is appointed by the Minister of Advanced Education and Career Development is an independent body which reports annually to the Minister. Council membership includes the Chair, 2 members of the public, 2 student members, 3 members nominated by the Universities Co-ordinating Council, 4 members nominated by the Council of College and Technical Institute Presidents, 1 member nominated by the Private Colleges Co-ordinating Council, and 1 member nominated by the Minister of Education. Professional support, including service of an Executive Officer, is supplied by Advanced Education and Career Development.

The Alberta Council on Admissions and Transfer usually meets 4 times a year, generally at institutions.

2. Overview of the Post-secondary System

The Council's activities are directed primarily towards the Alberta post-secondary system, which includes 4 universities, The Banff Centre, 15 public colleges, 2 institutes of technology, and 4 private university colleges. There are, in addition, a number of private non-affiliated institutions, some of which may offer courses which have transfer potential. Although the Council's mandate is directed towards the Alberta post-secondary system, the Council is sensitive to student transferability involving institutions outside of the province. For this reason the *Alberta Transfer Guide* is distributed across Canada as well as the United States.

3. Types of Transfer

Within the system of post-secondary institutions, transfer of credit for courses or programs may occur among institutions within a sector (for example, between public colleges) or among institutions of different types (for example, from a vocational college to a college). Transfer arrangements published in the *Alberta Transfer Guide* include courses and programs transferable to universities and private university colleges and those transferable to colleges and technical institutes.

4. Definition of Terms

In dealing with matters relating to transfer, there are several commonly used terms which may require clarification. Some of the more important are:

Accessibility: the degree of openness of institutions to students seeking admission to their program. (See Principle "d".)

Advance credit: the award of credit in given courses or programs on the basis of formal and informal learning experiences including: 1) work experience, 2) maturity/life experience, 3) unstructured educational experiences such as self-study, 4) structured educational activity. (See Transfer credit.)

Affiliation: a formal agreement of association or co-operation between two institutions whereby some courses and programs offered by the sending institution are substantially the same as those offered by the receiving institution. Transfer credit is thereby awarded.

Receiving institution: an institution to which students transfer course or program credits acquired at another institution. (See Sending institution.)

Reciprocal bilateral transfer agreement: a transfer agreement that has been negotiated between two institutions whereby Institution A agrees to accept the course (or cluster of courses) taken at Institution B in lieu of its own course (or cluster of courses) and reciprocally, Institution B agrees to accept the course (or cluster of courses) taken at Institution A in lieu of its own course (or cluster of courses). Therefore, reciprocal bilateral agreements are always two-way agreements. (See Unidirectional bilateral transfer agreements.)

Selection criteria: categories of qualification, capabilities, or experience (academic or other) which provide the basis

for screening and admission (or rejection) of students to programs.

Sending institution: an institution from which students may transfer course or program credits to programs at another institution. (See Receiving institution.)

Transfer: the mobility of students among post-secondary institutions on the basis of their having transfer credit. (See Transfer credit.)

Transfer courses: courses delivered by a sending institution as courses which correspond in description to courses of a particular institution.

Transfer credit: an advance credit awarded on the basis of successful completion of structured educational activities at a post-secondary institution. (See Advance credit.)

Transferable courses: courses developed by an institution to meet its own program objectives but which have transfer potential. Transfer may be negotiated either on the basis of equivalence or of relevance to programs or courses at another institution.

Unidirectional bilateral transfer agreement: a transfer agreement negotiated between a sending institution and a receiving institution which is primarily intended to be one-way. In practice, advance credit for courses involved in an agreement usually will be awarded at either institution, particularly when the agreement involves courses that are part of a university transfer program. However, in some cases credit will not be awarded in the opposite direction; for example, Institution A may agree to accept Institution B's cluster of transferable courses in lieu of one of its own courses and have the agreement entered in the *Transfer Guide*. However, it might not be appropriate for Institution B conversely to award transfer credits for the cluster of courses if a student with the one course from Institution A presented it for advanced credit assessment. (See Reciprocal bilateral transfer agreement.)

Virtual equivalence: See Principle "b".

B. PRINCIPLES

The Council endorses the following as basic to its purpose and activities:

(a) Student access to higher education and the opportunity for student mobility among institutions of higher education in Alberta shall be optimized.

Barriers to student mobility shall be minimized. The integrity of educational programs and certification must, however, be maintained. A student should not be required to repeat previous learning experiences in which competence has been demonstrated nor should more transfer credit be granted than previous learning experiences would warrant for successful completion of the program.

(b) Negotiation of opportunities for student mobility shall be based on the recognition that while learning experiences may differ in a variety of ways, their substance may be virtually equivalent in terms of content and rigour.

Insofar as possible, transfer arrangements should allow for maximum recognition of previous learning experiences. The concept of **virtual equivalence** is vital to such arrangements.

(c) Effective academic advising and career counselling and optimum mobility require that the student have prior knowledge of at least the minimum transfer credit which can be awarded.

The *Alberta Transfer Guide* indicates the minimum transfer credit which is available for prior post-secondary educational experience upon admission to a post-secondary institution. Additional transfer credit may be negotiable on an individual basis.

(d) Although responsibility for higher education is shared among various constituents, individual institutions have the primary responsibility for instructional programs. This responsibility includes program design and delivery, determination of academic prerequisites and student admission criteria, and certification of the academic achievement of students.

In respect of student access to institutions and programs, it is to be emphasized that factors in addition to academic prerequisites often are employed as admission criteria. That is, while possession of academic prerequisites makes an applicant eligible for admission, it does not **guarantee** admission to an institution or to a particular program.

(e) Institutions have the responsibility and the prerogative to investigate the total educational preparation of applicants seeking admission.

Such investigation is intended to determine admissibility and appropriate transfer credit, and to counsel applicants. The relevance and quality of the applicant's most recent educational experiences should be the basis for admissibility and for transfer decisions unless such consideration would unfairly disadvantage the applicant. Differences in earlier preparation should not adversely affect consideration of the applicant. (See Principle "b" re **virtual equivalence**.)

(f) After students are granted admission to an institution under a transfer arrangement, they shall be granted the same rights and privileges as students who began their studies at the institution.

C. A POLICY FOR ADMISSION AND TRANSFER OF CREDIT AMONG ALBERTA POST-SECONDARY INSTITUTIONS

1. Admission

Admission to a course or program will be granted to any applicant who has fulfilled the admission requirements for such course or program as established by the receiving institution. Where selection procedures are involved in admission to a program, each applicant shall be treated on the same basis as any other person seeking admission to that program.

In the case of students transferring from public colleges and technical institutes to degree-granting institutions, in lieu of the general admission requirement listed above, admission will be granted to any applicant who, upon successful completion of at least a full year's study at the sending institution, is recommended in writing by that institution as having satisfied the **appropriate** matriculation requirements or their equivalent. This is referred to as the Letter of Recommendation admissions category.

2. Transfer of credits

Subject to the above requirements there shall be two major transfer arrangements:

(a) Transferable courses and programs:

These are developed by a sending institution to meet its own program and objectives, and bear its own numbers and descriptions. Transfer may be negotiated either on the basis of equivalence, or of relevance. The principle of **equivalence** refers to courses and programs of the sending institution which are identical or similar to those of the receiving institution. The principle of **relevance** refers to courses of the sending institution which are in the same areas or disciplines and at the levels of programs offered by the receiving institution, and are therefore appropriate for credit at the receiving institution.

Credits awarded in this category may involve special inter-institutional arrangements or individual assessment.

(b) Transfer courses and programs:

These are delivered by a sending institution as courses and programs which correspond in description to those of the receiving institution.

Among universities, transfer has normally been assessed on an individual basis by the receiving institution. Formally approved reciprocal transfer agreements are listed in Section IV of the *Alberta Transfer Guide*.

D. PROCEDURES FOR TRANSFER OF CREDIT AMONG ALBERTA POST-SECONDARY INSTITUTIONS

To facilitate the negotiation of transfer arrangements among post-secondary institutions, the Council has established the following set of procedures.

Objective

These procedures are designed to provide a mechanism for the negotiation of transfer and transferable courses and programs, and for their inclusion in the *Alberta Transfer Guide*.

Categories

Courses and programs proposed for transfer credit are of two main types, each of which involves a different relationship between the sending and receiving institution.

1. **Transferable Courses/Courses with Transfer Potential**

   In negotiations of transfer credit for transferable courses, the sending institution shall supply the receiving institution with the following information: (a) course description, title, grading practices, weighting and outline, (b) textbooks and other resource materials, (c) qualifications required for an instructor. Additional information may be required at stated intervals for review purposes, or at the discretion of the receiving institutions.

2. **Transfer Courses/Courses in Transfer Programs**

   In negotiations of transfer credit for transfer courses, the sending institution shall supply the receiving institution with the following information: (a) course description, (b) textbooks and other resource materials, (c) qualifications required for an instructor.

Transfer credit is based on initial negotiations, when the course is first offered by the sending institution. Subsequent negotiations and concurrence of the receiving institution are required where, in the view of the receiving institution, course revisions by the sending institution are sufficiently substantial to affect the transfer credit which has been negotiated.

Procedures

1. Each institution shall identify a Contact Person (e.g., Registrar or Admissions Officer) who will be responsible for both internal and external distribution of formal transfer proposals and responses.
2. Each institution shall, through its Contact Person, maintain and provide on request from other institutions (a) a list of other important institutional contacts for the purpose of facilitating appropriate preliminary discussions, and (b) a description of the internal procedures followed in the institution for the development and/or evaluation of proposals for transfer arrangements.
3. It is expected that proposals for credit will be processed as expeditiously as possible and formalized by means of the Council's Transfer Credit Proposal Form. If the transfer proposal is acceptable, the receiving institution will inform the other institutions in the system accordingly. The transfer normally will be honoured within the sub-system of which the receiving institution is a constituent.
4. If the transfer proposal is not acceptable, the receiving institution shall supply in writing, to the sending institution, the reason for this decision.
5. In the event that agreement has not been reached pursuant to (3) and (4), an institution may submit to the Council a written request for mediation. Where, in its opinion, the Council determines that a dispute concerning transfer exists, the Council may mediate to resolve the dispute.
6. In the event that the agreement cannot be reached pursuant to (5), the institutions in dispute may agree to submit the dispute to Council for arbitration. The

Council will then establish procedures for the resolution of the dispute, and issue its decision resolving the dispute. The arbitration decision of the Council shall be final and without appeal or review.

7. Transfer arrangements are to be regarded as relatively enduring bilateral agreements — to be altered, amended or deleted only after **mutual consultation**. Regular discussion of existing transfer arrangements should take place between sending and receiving institutions. Any institution planning program or course changes which could bear on existing transfer arrangements as recorded in the *Alberta Transfer Guide* shall, insofar as possible, inform those institutions which would be primarily affected — subject, where necessary, to renegotiation. In cases where renegotiation of a transfer agreement is requested by either a sending or receiving institution, the onus is on the institution requesting the change to provide the other institution with **sufficient notice** and lead-time to permit renegotiation before the next edition of the *Transfer Guide*.
8. Renegotiation of transfer arrangements is subject to the same guidelines as for the initial negotiations (i.e., 3-6).
9. When a new agreement has been negotiated, it replaces the old agreement in the next edition of the *Transfer Guide*.

E. INSTITUTIONAL REQUIREMENTS

Within the context of policies and procedures of the Alberta Council on Admissions and Transfer, each institution has particular requirements and practices for admission of students and the award of transfer credit. These institutional requirements are summarized in Section II of the annual *Alberta Transfer Guide*. Students who are planning to transfer are advised to refer to the appropriate institutional calendar and to consult with the Registrar's Office at the receiving institution.

F. PRIVATE PROVIDERS POLICY
A policy for facilitating course transfer agreements between Alberta non degree -granting private providers and post-secondary receiving institutions

Framework

The primary goal of the Alberta Council on Admissions and Transfer is to provide leadership and direction in the improvement and enlargement of educational opportunities for Alberta's students through inter-institutional transfer.

To this end, Council has a continuing responsibility for facilitating improvement in communications and working relationships among institutions regarding the admission of transfer students and the award of transfer credit. Recognizing that adult learners are served by a variety of providers, not all of which receive operating grants from Alberta Advanced Education and Career Development, Council has developed the following policy and procedure to facilitate the commencement of negotiation between private providers of adult learning and post-secondary receiving institutions currently served by Council. The policy is intended to serve adult learners by improving transferability, where academically appropriate, between courses and programs of private providers of adult learning and post-secondary receiving institutions currently served by Council.

Students, post-secondary institutions, and the public will benefit from improved communication. By extending the coverage of Council's principles, policies and procedures, the needs of adult learners will be better served. The policy will help students by facilitating the transferability of courses among providers in Alberta's adult learning system.

Policy

Through its procedures, Council will facilitate communication among Alberta providers of adult learning, including those that do not receive operating grants from Alberta Advanced Education and Career Development, so that student access and the opportunity for student transfer among providers of adult learning in Alberta is optimized.

Procedure

The objective of the procedure is to facilitate student transfer from programs of private providers operating in Alberta. This procedure is non-mandatory and non-regulatory. The procedure enables the Council Office to provide information in a standard format in order to assist receiving institutions currently served by Council to decide whether or not to enter into transfer negotiations with a private provider.

1. A private provider may contact the Council Office if it wishes to negotiate transfer agreements with a post-secondary receiving institution presently entered in the *Alberta Transfer Guide* and have these agreements recorded in Council's registry of admission and transfer agreements.
2. The Council Office then will provide the chief executive officer of the private provider with a copy of Council's Principles, Policies, and Procedures and request the private provider to formally commit itself to abide by them in its practices as both a receiver and sender of students. At the same time, a questionnaire will be sent to the private provider.
3. When the private provider has formally committed itself to abide by Council's Principles, Policies, and Procedures, and has provided a response to the questionnaire, the Council Office will prepare a "Fact Sheet" on the private provider. A draft copy will be sent to the private provider for verification.
4. The Council Office may seek further information as it sees fit and may request a meeting with officers of the private provider.
5. When the "Fact Sheet" is finalized, the Council Office will make it available to potential receiving institutions

at the request of the receiving institution. The "Fact Sheet" is intended to assist the potential receiving institution in determining whether it is appropriate to proceed with negotiations for course or program transfer.

6. When a receiving institution informs the Council Office that it is prepared to consider course or program transfer credit proposals, the Council Office may ask the private provider to name an official to whom and from whom communication on admission and transfer matters will be directed.
7. The Council Office will then send the appropriate Council transfer credit proposal forms to the official at the private provider for use in formalizing transfer agreements.
8. If a receiving institution approves a transfer credit proposal from the private provider, it will follow Council's procedure and return the signed transfer credit proposal form to the official at the private provider with the original to the Council Office.
9. Under section 3 of its Terms of Reference, Council will include information on the transfer agreement in its registry of admissions and transfer arrangements.

G. PRINCIPLES AND STANDARDS FOR THE RECOGNITION OF PRIOR LEARNING

Context

Adult learners may desire recognition of their prior learning for a variety of goals including employment, further education, occupational/professional certification, and personal satisfaction. To assist adult learners to further their education and in keeping with its Terms of Reference, Council encourages post-secondary institutions to develop prior learning assessments that are granted system-wide recognition. The award of transfer credit in given courses or programs may be based on formal or informal learning experiences including: (1) work experience, (2) maturity/life experience, (3) unstructured educational experiences such as self-study, and (4) structured educational activity. In Alberta, transfer agreements covering formal courses and programs are recorded in the *Alberta Transfer Guide*. By extending recognition of prior learning to include all four varieties of learning, service to adult learners will be improved. Recognized prior learning should be transferable among programs within and beyond the post-secondary institution when it is appropriate to do so.

Framework

As learning may occur in a variety of settings, it is essential that adult learners receive appropriate recognition for prior demonstrated learning toward desired certificate, diploma or degree programs. Basic to the purpose and activity of the recognition of prior learning is Council's **principle (a)**:

> Student access to higher education and the opportunity for student mobility among institutions of higher education in Alberta shall be optimized.
>
> Barriers to student mobility shall be minimized. The integrity of educational programs and certification must, however, be maintained. **A student should not be required to repeat previous learning experiences in which competence has been demonstrated nor should more transfer credit be granted than previous learning experiences would warrant for successful completion of the program.**

Council encourages institutions to develop procedures for the assessment of demonstrated prior learning. In keeping with its terms of reference, Council also encourages the development of procedures by which the recognized prior learning then receives system-wide recognition consistent with the educational mandates of post-secondary institutions. Recognized prior learning should be portable.

Academic principles

1. Recognition of prior learning should be based on demonstrated learning.
2. Recognition should be appropriate to the course or program in which it is accepted.
3. Recognition of prior learning should be consistent with the achievement levels required by the post-secondary program in which it is accepted.
4. Recognition of prior learning should be for learning that has a balance, appropriate to the subject, between theory and practical application.
5. Assessment of prior learning by post-secondary institutions should be made by content specialists, with external advice as necessary.

Administrative standards

1. Official notation of the recognition of prior learning on post-secondary institution transcripts and student records should be consistent with the institution's policies and procedures relating to maintenance of student records.
2. Institutional policies and procedures applied to assessment should be fully disclosed; e.g. in the calendar.
3. All personnel involved in the assessment of prior learning should receive training for the functions they perform, and there should be provision for their continued professional development in areas related to recognition of prior learning.
4. Institutional recognition of prior learning policies and practices should be regularly monitored, reviewed, evaluated, and revised as needed. In keeping with its terms of reference, Council shall monitor the effectiveness of recognition of prior learning policies and practices within the Alberta post-secondary system.

ADDENDUM D

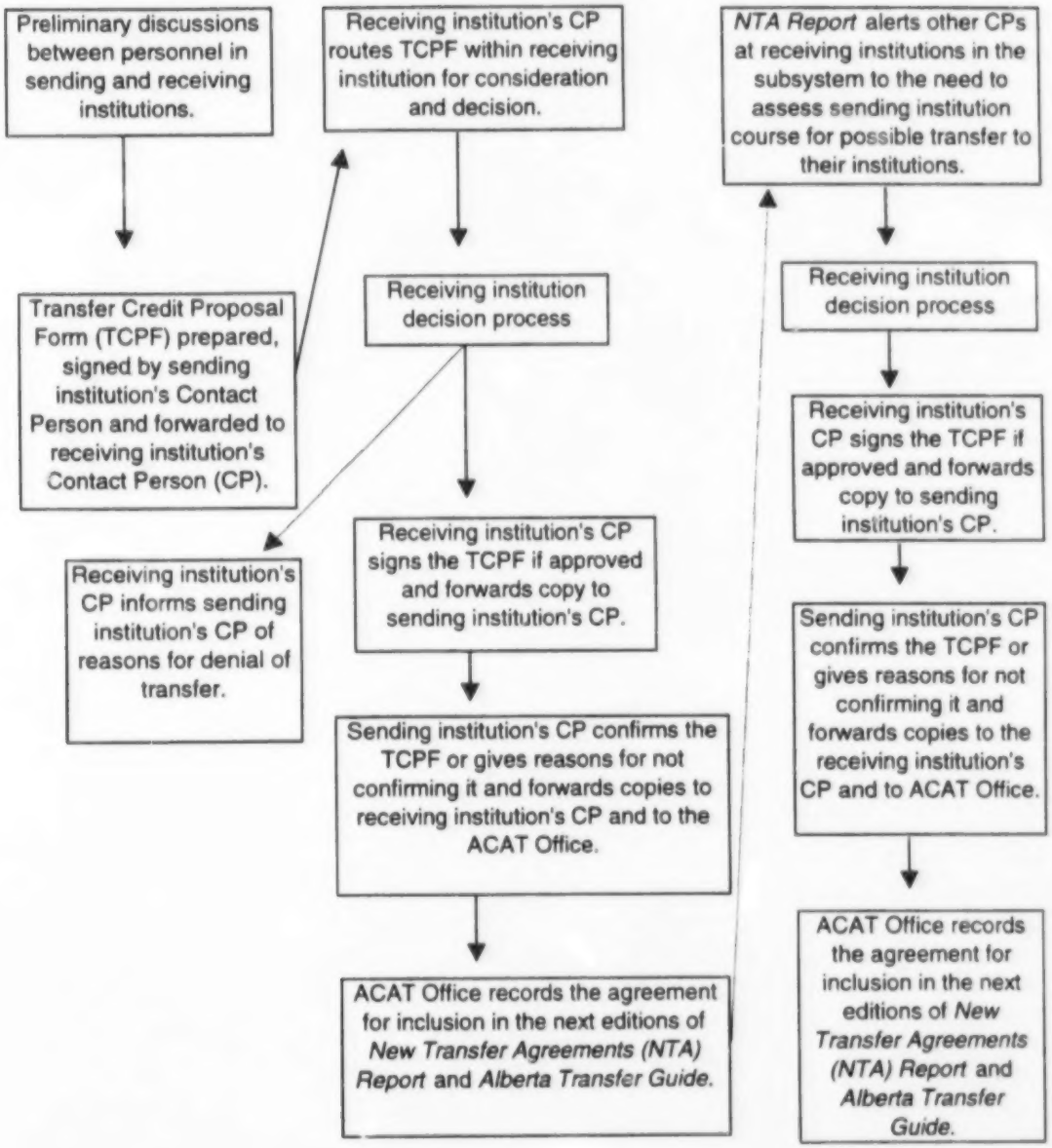
ALBERTA TRANSFER MODEL

Since its inception, the Council has evolved the following approach for organizing transfer agreements among Alberta institutions. The Council's Principles, Policies and Procedures provide the framework for the negotiation of transfer agreements between institutions. When preliminary discussions between personnel in the sending and receiving institutions indicate that a transfer agreement for a particular course or program is desirable and feasible, the Council's Transfer Credit Proposal Form is used by both institutions' Contact Persons to negotiate a formal transfer agreement. If the receiving institution approves the proposed agreement, a signed copy of this Form is sent to the Council Office so that the data can be entered in the next edition of the *Alberta Transfer Guide*. The accompanying chart illustrates the sequence of steps in this process.

Transfer agreements are regarded as relatively stable bilateral agreements. However, programs and their constituent courses undergo change, with revisions from time to time to such aspects as admission requirements, program requirements, and content. The Council recommends that regular discussion of existing transfer agreements take place between sending and receiving institutions. Changes may require renegotiation of transfer agreements and resulting changes will be reflected in the next edition of the *Alberta Transfer Guide*.

In accordance with its terms of reference, the Council compiles, maintains and disseminates a registry of admission policies respecting transfer students and duly negotiated transfer agreements within the Alberta system of advanced education. Through direct consultation with both sending and receiving institutions, the Council monitors the current accuracy of all transfer agreements which are published in each edition of the *Alberta Transfer Guide*. First published in 1976, the annual *Alberta Transfer Guide* has been established both within and outside Alberta as the official statement of transfer agreements, and is considered indispensable for transfer operations within the province. It is broadly used by jurisdictions elsewhere in support of Alberta students transferring there, and more generally as information about the kinds of transfer agreements developed in this province with the support of Council.

Alberta Transfer Model
Transfer Agreement Process


Preliminary discussions between personnel in sending and receiving institutions.
Transfer Credit Proposal Form (TCPF) prepared, signed by sending institution's Contact Person and forwarded to receiving institution's Contact Person (CP).
Receiving institution's CP informs sending institution's CP of reasons for denial of transfer.
Receiving institution's CP routes TCPF within receiving institution for consideration and decision.
Receiving institution decision process
Receiving institution's CP signs the TCPF if approved and forwards copy to sending institution's CP.
Sending institution's CP confirms the TCPF or gives reasons for not confirming it and forwards copies to receiving institution's CP and to the ACAT Office.
ACAT Office records the agreement for inclusion in the next editions of *New Transfer Agreements (NTA) Report* and *Alberta Transfer Guide*.
NTA Report alerts other CPs at receiving institutions in the subsystem to the need to assess sending institution course for possible transfer to their institutions.
Receiving institution decision process
Receiving institution's CP signs the TCPF if approved and forwards copy to sending institution's CP.
Sending institution's CP confirms the TCPF or gives reasons for not confirming it and forwards copies to the receiving institution's CP and to ACAT Office.
ACAT Office records the agreement for inclusion in the next editions of *New Transfer Agreements (NTA) Report* and *Alberta Transfer Guide*.

ADDENDUM E

LIST OF COUNCIL PUBLICATIONS PRODUCED OR AVAILABLE IN 1998-99

1998-99 Alberta Transfer Guide

Twenty-Third Annual Report, 1997-1998

Business Plan, 1998 - 2001

ACAT Activities Chart, revised February 1999

Duplicate Application Detection Project, Fall 1998
Reports and Summary Tables
Trends, 1992-1998

New Transfer Agreements Report, September 1998 and January 1999

Prior Learning Assessment and Recognition: Policies and Procedures at Selected Post-Secondary Institutions, June 1998

Recognition of Prior Learning Workshop Report, October 1996

Recommended Practices for Officially Recording the Evaluation and Recognition of Prior Learning, March 1997

University Transfer: Advice for University Transfer Program Students, brochure revised April 1998

Transfer Patterns Study, Fall 1998
Fall 1998 Report
Part One: Mobility Tables
Part Two: Advance Credit Tables

Transfer Patterns Studies, 1979-1998, Extracts by Sector

Cohort Study of University Transfer Program Students at Seven Public Colleges, 1991-1992, published June 1994

Handbook for Contact Persons

Mediation Process to Resolve Transfer Issues, June 1995 (AECD and ACAT)

Program Articulation Committees, June 1995 (AECD and ACAT)

Recognition of Prior Learning Advisory Committee, Terms of Reference, revised 5 December 1995

[With Alberta Education] *Post-Secondary Transitions in Alberta: Educational Outcomes of the 1996/1997 Grade 12 Cohort*, August 1998